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lesson devoted to the tenses and meanings of the circumstantial participle; the practice of focusing attention upon the essential feature of a lesson by putting side by side in an exercise sentences that differ only in that essential feature.

The manufacture of the book is very nearly perfect. Only two misprints came to notice: *ferendum*, p. 117, and *faolis*, p. 170. One word, *mereor*, occurs in the exercises, and is omitted from the general vocabulary. In a few places the lesson-heading or the type is misleading: e. g. V, XXVI (the imperative, infinitive, and participle are made to appear part of the subjunctive), LIX, LX, LXII. There is excessive and rather inconsistent use of capitalization in the definitions. Twenty-four woodcuts of Roman antiquities are scattered through the volume, none of them having any connection with adjacent vocabulary or text.

BARCLAY W. BRADLEY.

COLLEGE OF THE CITY OF NEW YORK.

### CORRESPONDENCE

In THE CLASSICAL WEEKLY 3.5 Professor Charles Knapp says:

In a paper on the Teaching of Vergil in the High School Professor Johnston went so far as to hold that the pupil should never attempt to read the hexameter aloud, but that he should be required to indicate in writing the scansion of hundreds of verses.

I hope you will permit me to go so far as to say through THE CLASSICAL WEEKLY that the paper to which Professor Knapp refers contains no such doctrine as that ascribed to it by him, and that I have made no such sweeping statement elsewhere, in private or in public, in print or by word of mouth. The few persons interested in my notions of scanning as at present taught in the schools will find that the paper mentioned (which may be had without cost of Scott, Foresman and Co., Chicago) merely anticipated Professor Knapp in declaring that oral scanning by itself is of no value in the study of prosody.

H. W. JOHNSTON.

Bloomington, Indiana.

[I am afraid that I did injustice, unintentionally, to Professor Johnston by overemphasising his position. The following quotations give, I think, his views exactly:

You will not be surprised now if I say very plainly that I attach very little importance to the reading aloud in the class room of large portions of Vergil's verse. Leaving out of view the vexed question of how Latin verse is to be read aloud, I still think that much of the time devoted in some of our schools to oral scanning might be spent to better advantage on the analysis of the verse without pronouncing it at all.

I want to urge, therefore, that the pupil be required to write out verse by verse a full book of the Aeneid in the way I am about to describe. . . . After one full book has been scanned in this way, the teacher may introduce oral scanning at his dis-

cretion. . . . I do not mean that I would never read verse aloud to my pupils and have them read to me, but I would make the oral work subordinate to the other if I lacked time to do them both as I should like.

In the preface to his edition of the Phaeacian episode of the Odyssey Professor Merriam wrote: "We all strive after accuracy; it is a hard thing to attain". In the interests strictly of such accuracy, and in no spirit of contentiousness, I beg to point out in conclusion that these quotations from Professor Johnston's pamphlet, unless I have again unwittingly misrepresented him, did not justify him in writing as he does above: "the paper mentioned . . . merely anticipated Professor Knapp in declaring that oral scanning by itself is of no value in the study of prosody". Nor did I believe in writing my own paper that I was saying what Professor Johnston thinks I said. C. K.]

Mr. Forman, writing in your issue of October 9, has accused me of a very serious statutory crime, and, as if that were not enough, challenged me besides to produce a definition of slang. In all innocence I would fain plead 'not guilty' at once to his heinous accusation, and as regards the challenge decline with thanks, only referring him, if I may, for the definition he desires, to whatever dictionary may have succeeded in qualifying with him as authoritative.

But I imagine we need have no quarrel over what is slang and what is not. In the somewhat desultory article of mine, indeed, to which Mr. Forman refers, my intention was—and it was fairly set forth at the beginning—to bring together a number of cases of parallelism between the Classics and our own tongue, the majority of them slang, others merely colloquial expressions, some sufficiently pure of all taint of vulgarity to permit of their being used even by Mr. Forman, as he *has* used them in his communication. In my concluding paragraphs the subject with which the paper was mostly taken up was followed out and a few reasons given for thinking that a part of our modern slang may have had a more or less direct connection with that of antiquity. The title, Slang, Ancient and Modern, was chosen, without especial malice, to cover in brief form the main part of the contents. It is a pity that it has so bothered the gentleman from Cornell.

WILLIAM W. BAKER.

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The well-founded charge of the indefinite teaching of the Classics in our secondary schools has begun to receive the attention which it deserves. The average teacher, in his zeal for the broader aspects of his work, has introduced too many subsidiary subjects, important as such, but irrelevant

to the main issue at this stage of the pupil's progress. There seems to be unanimity as to the main object of classical study, to wit, power to *read easy Latin and Greek at sight*; but there has always been a noticeable reluctance on the part of the conscientious teacher to forego the pleasure of rambling through the alluring fields of collateral studies. The recent appearance of such manuals as Byrne's *The Syntax of High School Latin* and Lodge's *The Vocabulary of High School Latin* marks a decided advance toward the practical solution of this vexing problem.

Professor Lodge's work may be used effectively as a source book by the teacher who wishes to prepare his own working list for his classes in Caesar, Cicero and Vergil. The typographical make-up of the book, with the use of different sized type and the frequency of each word plainly noted, make this task comparatively easy. The writer has prepared such a list, grouped according to parts of speech and frequency of occurrence, which he dictates to his classes. Each student is provided with a large note book, conveniently ruled for the following data: the word and its principal parts (if a verb) or genitive singular (if a noun or adjective), meaning, derivative (if any). In as much as the first form of the word only is dictated, the student must consult his vocabulary or a large lexicon for the required information; and this, combined with the mechanical act of writing and tabulating his material, causes him to react sufficiently upon each word to retain a comparatively vivid impression of it. A periodic inspection of these note books in the making, followed by an occasional class quiz on the completed list of 500 words, serves to encourage thoroughness; while the student's increased facility in daily translation, and especially, his conscious power in reading at sight, convince him at once of the reasonableness of the requirement and results in his hearty coöperation.

NORMAN E. HENRY.

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The Classical Club of Muhlenberg College was organized last year. At the first meeting for the current year a great deal of interest was shown. The work for the year will consist of the study of Greek and Roman Private Life and the reading of several plays of Plautus. The Club expects some time to present a Greek or a Roman play.

In view of the peculiar relation of THE CLASSICAL WEEKLY to The New York Latin Club (the Latin Club owned The Latin Leaflet, out of which THE CLASSICAL WEEKLY was developed), we gladly give space to the following circular which has just been issued concerning the activities of The Latin Club for the current year.

*The New York Latin Club, 1909-1910.*

This is the decennial year of The New York Latin Club, and it should be a red-letter year in attendance as it certainly will be in its program. During the past nine years, the papers presented before the Club have been uniformly helpful, scholarly and interesting. From the outline given below, it will be seen that this high standard has been maintained for the coming year. Those who expect to attend, and all are urged to do so, should notify, as soon as possible, Mr. William F. Tibbetts, Erasmus Hall High School, Brooklyn.

The first luncheon will take place on Saturday, **November 20**, at the Marlborough Hotel, 36th Street and Broadway, New York City, at twelve o'clock noon. The address will be delivered by Professor Julius Sachs, of Columbia University, who will speak on Improved Standards in Teaching Latin. From his long experience in Secondary and College work Professor Sachs will be able to present this important question from both points of view, in such a way that it will be exceedingly valuable to all.

The second luncheon of the Club, January 8, will be addressed by Professor Paul Shorey, of The University of Chicago. Professor Shorey needs no introduction, for he is not only one of the leading Greek scholars of America, but is well known to all teachers of Latin from his masterly edition of Horace's Odes and Epodes. The Club is to be congratulated on securing him.

In addition to the luncheons, two very successful meetings were held last year, at which the teaching of Latin Composition was discussed. This year there will be one such meeting, March 5, at a place to be designated later. This meeting will be addressed by the President of the Latin Club, Professor Gonzalez Lodge, whose subject will be The New Secondary Course in Latin.

At the last luncheon, May 14, the speaker will be Professor Frank Frost Abbott, of Princeton University. Professor Abbott is the author of several standard works, among which may be mentioned Roman Political Institutions, and Society and Politics in Ancient Rome. His address is sure to be very clear, scholarly and helpful.

It should be the professional duty, as well as pleasure, of every teacher of the Classics, in and around Greater New York, to belong to the New York Latin Club and The Classical Association of the Atlantic States; for in union there is strength.

Persons desiring to secure membership in the New York Latin Club and to attend the three luncheons, may remit \$2.50 to Mr. Wm. F. Tibbetts, at Erasmus Hall High School, Brooklyn. \$4.00 will cover the luncheons and membership in both the Latin Club and the Classical Association of the Atlantic States (those who have already paid dues in the latter association need remit but \$2.00 now).

On December 28, 29, 30, the American Philological Association and the Archaeological Institute of America will meet together at Baltimore, Maryland. One part of the programme will surely be of interest to all students of the Classics, the address which Professor Gildersleeve, as President of the Philological Association, will deliver.